DOCUMENT RESUME

ED 325 245 PS 019 209

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TITLE Building School Home Partnerships: A Handbook for Educators.
INSTITUTION Hammond School City, Ind.; South Bend Community School Corp., Ind.
REPORT NO TAC-B-79
PUB DATE 90
NOTE 42p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Communication Skills; *Family School Relationship; Guidelines; *Parent Participation; *Planning; Program Development; *School Policy
IDENTIFIERS *Education Consolidation Improvement Act Chapter 1

ABSTRACT

This guide has been prepared to assist Chapter 1 staff in planning and strengthening a successful home-school partnership. Ten basic essentials of successful program development are listed with supplementary detail: review public law, build a commitment, provide for coordination, assess needs and strengths, utilize available resources, plan, communicate, provide on-going support, implement and monitor plans, and evaluate. Much the greater portion of the guide, six appendices provide extensive materials on parental involvement, including material on expanded requirements for parental involvement for Chapter 1 programs; a planning guide for parent partnership activities; a statement of the South Bend, Indiana, Community School Corporation Policy on Parent Involvement in the Chapter 1 Program; a policy statement on Chapter 1 parent involvement from the School City of Hammond, Indiana; guides for communicating effectively over the telephone, at meetings, and in writing; ideas for Chapter 1 parent involvement meetings and workshops; lists of factors likely to contribute to and interfere with building partnership between home and school; a list of the many benefits of parent involvement; an activity planning guide and blueprint for parent partnership activities; and a list of things to remember when planning or building parent partnerships. (RH)

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A Handbook For Educators

Building School Home Partnerships

PS 019209

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A GUIDE FOR BUILDING SUCCESSFUL SCHOOL-HOME PARTNERSHIPS

Public Law 100-297 pertaining to Chapter 1 confirms the need and mandates the responsibilities for comprehensive parental involvement.

This guide has been prepared to assist Chapter 1 staff in planning and strengthening a successful home-school partnership. The suggestions/materials are based on research, a wide base of literature, and successful practices.

Although there is no magic formula that guarantees a successful comprehensive parent involvement program, certain important ingredients seem to appear in all studies of districts and schools where parental involvement activities are most widespread and most successful. Ten basic essentials vital to building a successful program are listed . .

1. **REVIEW PUBLIC LAW** 100-297 (Section 1016)
   - (See appendix 1 for expanded goals and specific requirements)

2. **BUILD A COMMITMENT**
   - Develop a clearly written statement of parent involvement that is broad based and comprehensive addressing the 5 major areas of parent involvement:

     Home School Communications
     Parents as Supporters
     Parents as Learners
     Parents as Teachers
     Parents as Advisors, Advocates, and Decision Makers
     (See appendix 2a for definitions)

   - Have the statement adopted as policy by the School Board of Trustees
   - Distribute the policy widely (See sample policies appendix 2b)
   - Start an information campaign that emphasizes the importance of parental involvement and sets the base of understanding for future action
   - Provide inservice training for teachers and administrators especially in the area of improved communication (See appendix 2c)

3. **PROVIDE FOR COORDINATION**
   - Designate a person or committee to assume direct responsibility for developing and coordinating the Parent Involvement Program

4. **ASSESS NEEDS AND STRENGTHS**
   - Use formal and informal assessment methods to determine need for improvement and to identify strengths in each of the 5 major areas of parent involvement at the building and district level
   - Consider attitudes that encourage and discourage positive actions and efforts (See appendix 3 for "Building Blocks" and "Stumbling Blocks")
   - Survey staff and parents to identify meaningful activities and what skills they can offer

5. **UTILIZE AVAILABLE RESOURCES**

- Use research detailing the multiple benefits of parent involvement (See appendix 4)
- Consider modeling and adapting programs/activities proven to be successful

6. PLAN

- Develop district/building level parent involvement (See appendix 5 for "Action Plans" and "Activity Blueprints")

  --Designate person(s) responsible for the development of the plan

  --Review needs and strengths

  --Accommodate family diversity and differing family needs (See appendix 6)

  --Consider staff responsibilities, needs, interests (See appendix 6)

  --Accommodate parents' work schedules, language differences, child care and transportation needs

7. COMMUNICATE

- Share action plans with all parents, administrators, and non Chapter 1 staff
- Invite additional suggestions/input
- Encourage full participation in activities
- Distribute information regarding upcoming events, activities

8. PROVIDE ON-GOING SUPPORT

- Commit monetary, material, and personnel resources to get and keep parents and staff involved
- Provide recognition and incentives to staff and parents for effort and participation
- Provide parents services such as transportation and child care
- Engage in collaborative efforts with community agencies and groups

9. IMPLEMENT AND MONITOR PLANS

- Secure through formal and informal means feedback on participants' satisfaction with plans/activities
- Modify/adapt activities to changing needs and interests

10. **EVALUATE**

- Review formal and informal feedback to identify strengths and weaknesses
- Compile overall assessment data on the success of the year's plan/activities
- Share evaluation results
- Use evaluation data as a basis for future planning

SELECTED REFERENCES

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Appendix 1

PARENTAL INVOLVEMENT

Expanded Requirements for Chapter 1 Programs

Public Law 100-297, Section 1016:

Under our new law, LEAs may receive Chapter 1 funds only if it implements programs, activities, and procedures for the involvement of parents in programs served by Chapter 1. This involvement must include parent input into the planning, design, and implementation of Chapter 1 programs. Meaningful consultation is required and must be organized, systematic, ongoing, informed, and timely in relation to decisions about the program. Parent activities are to be of sufficient size, scope, and quality to give reasonable promise of substantial progress toward achieving the goals described below.

GOALS OF PARENTAL INVOLVEMENT (SECTION 1016 (b))

1. To inform parents of Chapter 1 participants of (a) the reasons for their children's participation; (b) the specific instructional objectives; and (c) methods of the program.

2. To support the efforts of parents, including training parents to work with their children in the home to attain the instructional objectives, and to understand the program requirements.

3. To train teachers and other staff involved to work effectively with the parents of participating students.

4. To consult with parents, on an ongoing basis, concerning the manner in which the school and parents can better work together, and to give parents a feeling of partnership in the education of their children.

5. To provide a comprehensive range of opportunities for parents to become informed about how the program will be designed, operated, and evaluated.

6. To ensure opportunities for the full participation of parents who lack literacy skills or whose native language is not English.

SPECIFIC REQUIREMENTS/MECHANISMS FOR PARENTAL INVOLVEMENT

1. Written policies (section 1016 (c)(1)) are to be developed by the LEA after consultation with and review by parents, ensuring that parents are involved in planning, designing, and implementing the program.

2. LEAs are required to conduct an annual meeting (section 1016 (c)(2)) to explain the program to parents of Chapter 1 participants.

3. LEAs are required to provide parents of participants with progress reports based on their child's participation (section 1016 (c)(3)).

4. LEAs are required to provide parents opportunities for regular meetings to formulate their input into the program (section 1016 (c)(4)). Parents are to be provided timely information about the program and made aware of parental involvement requirements and other relevant provisions under Chapter 1.

5. Parent programs, activities, and procedures may include regular parent conferences, parent resource centers, and other activities designed to enlist reasonable program support for parent participation (section 1016 (c)(5)).

6. LEAs are expected to encourage parents of participating students to cooperate with them by becoming knowledgeable of the program goals and activities and by working to reinforce their children's training at home (section 1016 (c)(6)).

7. Coordination With Adult Education Act - Programs of parental involvement shall coordinate, to the extent possible, with programs funded under the Adult Education Act (section 1016 (d)).

8. Accessibility Requirements - Information, programs, and activities for parents pursuant to this section shall be provided, to the extent practicable, in a language and form which the parents understand (section 1016(e)).

9. The LEA is to annually evaluate, through consultation with parents, the effectiveness of their parental involvement program and determine what action needs to be taken, if any, to increase parental participation (section 1021 (a)(4)).

ALLOWABLE ACTIVITIES AND COSTS

Both section 1016 (c)(5) of the law, and section 200.34 (e) of the proposed regulations specify activities and costs allowable through Chapter 1. They include:

- *Regular parent conferences;
- *Parent resource centers;
- *Parent training programs, including reasonable and necessary expenditures associated with parents' attendance at training sessions;
- *Hiring, training, and utilization of parent involvement liaison worker;
- *Reports to parents on children's progress;
- *Training and support of personnel to work with parents, coordinate parent activities, and make home contacts;
- *Use of parents as classroom volunteers, tutors, and aides;
- *Provision of school-to-home complementary curriculum and materials;
- *Provision of assistance in implementing home-based education activities that reinforce classroom instruction and student motivation;
- *Provision of timely information on the Chapter 1 LEA Program, including program plans and evaluations;
- *Solicitation of parents' suggestions in the planning, development, and operation of the program;
- *Provision of timely responses to parent recommendations;
- *Parent advisory councils; and
- *Other activities designed to enlist the support and participation of parents in the instruction of their children.

Appendix 2a

PARENT PARTNERSHIP ACTIVITY PLANNING GUIDE

WHAT DO THE TERMS MEAN?

Communications:

- the foundation for all other parent partnership activities
- frequent, regular, varied two-way exchange of information

Parents As Supporters:

- opportunities to take part in Chapter 1 activities
- access to programs, training, and materials which build their capacity to improve their child's learning in the home and school

Parents As Learners:

- opportunities to increase their knowledge of the Chapter 1 program, and how to work with the staff as Parent Partners
- opportunities to increase parenting skills

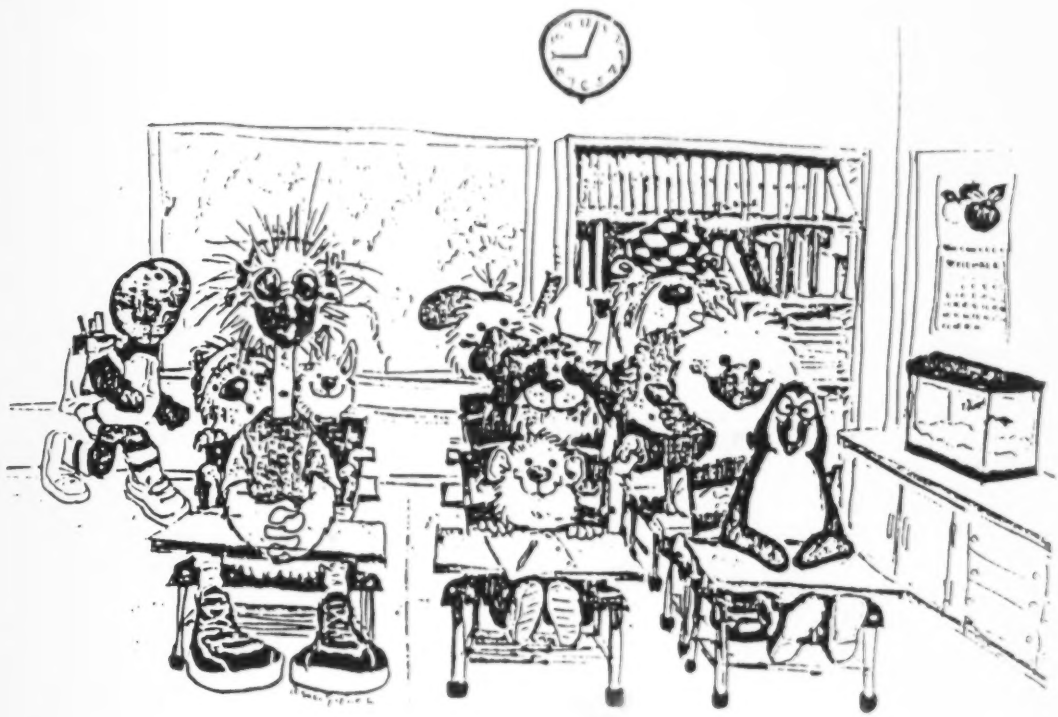
Appendix 2a

Parents As Teachers:

- guidance, support, and materials for parents to foster their child's formal school learning through home learning experiences

Parents As Advisors / Decision Makers

- opportunities to work with staff to solve problems, express concerns and opinions, and influence decisions



Appendix 2b

DRAFT

The following South Bend Community School Corporation Policy on Parent Involvement in the Chapter 1 Program was developed after consultation with and review by parents. Being consistent with Section 1016(c) (1) of Public law 100-297 it was adopted by the School Board of Trustees on _____ .

Appendix 2b

DRAFT

THE SOUTH BEND COMMUNITY SCHOOL CORPORATION POLICY ON PARENT INVOLVEMENT IN THE CHAPTER 1 PROGRAM

1. Each school receiving Chapter 1 funds shall by September 30th of each school year, send to the parents of each eligible child the following information:

   (a) a notification that their child has been selected to receive Chapter 1 services and why the child has been selected;

   (b) a description of the Chapter 1 program;

   (c) parents' rights to be involved in the planning, development, and operation of the program;

   (d) that meetings will be held at convenient times and places for all parents to take part in the planning and implementation of parent involvement activities, to discuss concerns and issues related to the Chapter 1 program, to evaluate existing programs, and to plan future program enhancements.

2. Mechanisms shall be developed and implemented that will ensure:

   (a) parental awareness of their child's instructional objectives and progress in Chapter 1;

   (b) the availability of Chapter 1 staff for parent conferences;

   (c) ongoing home-school communication regarding student needs and progress, program information, and home-learning activities;

   (d) the use of a variety of avenues to obtain parental input in the planning, development, operation, and evaluation of the program, and ways the schools can work with parents to achieve the program's objectives;

DRAFT

(e) parents will be afforded a variety of opportunities to be involved in their child's education;

(f) parents will be afforded a variety of training opportunities to enrich their parenting skills and abilities to participate in a meaningful home-school partnership;

(g) parents will receive timely response to their questions, concerns, and recommendations.

3. Chapter 1 staff and parents shall conduct an annual evaluation of parental involvement. This evaluation shall be used to review and/or revise the Chapter 1 South Bend Community School Corporation Parent Involvement Policy and to enhance parent involvement opportunities and activities. Policy, opportunities, and activities shall be developed in consultation with parents.

4. School officials shall be prepared to offer support as needed for effective parent consultation and involvement including;

(a) reasonable access to meeting space, necessary materials, and communication facilities;

(b) having available for all parents to read proposed and final project applications, needs assessment documents, budget information, and the federal/state/local statutes and regulations governing the Chapter 1 program;

(c) affording parents opportunities to observe the operation of the Chapter 1 program, including classroom visits.

Appendix 2b

PARENT INVOLVEMENT POLICY

A major goal of School City of Hammond Chapter 1 program is to encourage greater involvement of parents in the education of their children. In compliance with legal requirements, a meeting will be held at each Chapter 1 school at the beginning of each school year inviting all parents of eligible children. At this meeting the Chapter 1 program will be explained in scope and operation in that specific situation. Parents will have an opportunity for questions and input.

With awareness of research on the importance of parent involvement in the education process of their children, all Chapter 1 teachers will have projects that promote parent involvement. Report cards will be distributed each semester and time will be designated for parent conferences.

Realizing that "Parent Involvement evolves and grows out of parents' concern for their children and develops according to how it is nurtured by the school," each teacher will design projects to fit the needs of his/her children and parents, that particular school, and his/her style with underlying emphasis on parent education and nurturing. In addition, there will be projects made available by the Chapter 1 director and the parent coordinator to which any/all can subscribe.

To support this parent involvement, the Chapter 1 program will provide the following:

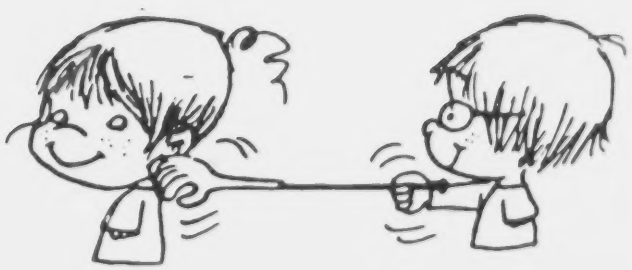
1. COORDINATION through a Family Involvement Coordinator.
2. ONGOING ASSESSMENT of requirements, needs, and resources involving parents, Chapter 1 teachers, classroom teachers, coordinator, and director.
3. COMMON UNDERSTANDING about roles of parents and staff.
4. ACTIVE RECRUITMENT OF PARENTS including family follow-up with services rendered.
5. TRAINING for parents and teaching staff.
6. COMMUNICATION ongoing, open and varied.
7. CONTINUING SUPPORT SERVICES FOR PARENT ACTIVITIES including facilities, materials, and recognition.
8. FREQUENT OPPORTUNITIES FOR EVALUATION and feedback from staff members.
9. SCHEDULED OPPORTUNITIES FOR EVALUATION by parents through parent forums.

SCHOOL CITY OF HAMMOND
MARGE KELTNER, DIRECTOR
1989 MK/tp

Appendix 2c

COMMUNICATIONS - *LISTENING*
SPEAKING
WRITING

- TELEPHONING
- MEETINGS
- WRITTEN COMMUNICATIONS



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DIFFERENCES IN PERCEPTION THAT CAN INTERFERE WITH SCHOOL-HOME COMMUNICATION

PROFESSIONAL	PARENT
Group - must focus on the whole class or group.	**Individual** - concern with own child's individual progress, needs.
Establish skills - knowledge of what child has mastered.	**Emerging skills** - concern with what child is learning.
Present - concern with present development of child.	**History** - has the perspective of how far the child has come.
Futuristic - looks to what child will be able to do in the future, career potential.	**Present** - concern with here-and-now.
Specificity - concern with mastering specific skills.	**Diffused** - tends to see whole child's on-going development.
Cognitive - sees child more abstractly, able to distance self from child.	**Emotional** - emotional involvement with child.
Achieved/chosen profession - professional career choice.	**Given** - this child has been given, parents accept the child the as he is.
Dominant - has power position, expertise.	**Submissive** - parents may feel helpless, uneducated.
Universal - looks for one best method, way to work with all children	**Individualized** - wants to have child approached and taught as an individual.

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LISTEN WITH YOUR MIND AND HEART

One of the ways to show parents that we respect them and value what they say is to listen to them. Well, of course, we all listen to parents and other people who talk with us - but do we?

Researchers estimate that most of us operate at about 25 percent listening efficiency. That's pretty low when you consider that listening is the most frequently used form of communication. Most of us listen more than we read, talk, or write.

FACTORS EFFECTING LISTENING EFFICIENCY

- Relationship of speaker and listener such as, does one have power over the other.
- Distractions
- Tension or uneasiness - you may be defensive and trying to think of what you're going to say instead of listening.
- Environment - too much noise, too many other people, or physical discomfort.
- Impatience - not thinking what the other person is saying is important.
- Time - you're in a hurry to do something else.
- Other things on your mind - preoccupation.
- The way the other person looks, acts, and talks.
- Hearing only what you want to.

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WAYS TO INCREASE LISTENING EFFICIENCY

We can be better listeners if:

1. We genuinely, seriously, want to listen to what someone is trying to say.

2. We actively give our total attention to understanding what someone is saying.

3. We are receptive, both mentally and emotionally.

4. We are sensitive to the other person and respond to what he or she is trying to communicate.

WAYS TO SHOW YOU ARE GENUINE, SERIOUS, ACTIVELY INTERESTED, RECEPTIVE, AND SENSITIVE

- Maintain eye contact.
- Slight forward posture.
- Facial expression appropriate to subject.
- Nod, "Hmm", or other non-interrupting acknowledgements.
- If person pauses, let continue without interrupting.
- Ignore distractions.
- Don't put in your ideas until the other person is through.
- Face the person.
- Don't look bored or disinterested.
- Ask for clarification, if needed.
- When the person is finished, or finished with a portion summarize and repeat back the essential parts of what they said, or what feelings they tried to convey, to see if you understood accurately.

Appendix 2c

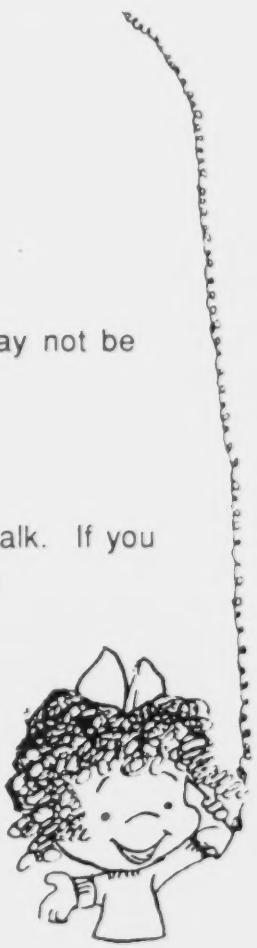
TELEPHONE CONTACT

Telephone calls to the home are one of the best ways for schools and families to communicate. Calls need not be long to be effective.

TIPS FOR INTRODUCTORY OR "GOOD NEWS" CALLS

- Introduce and identify self: I'm _____ .
  Resource Teacher/Tutor

  _____ Chapter 1 Resource Teacher/Tutor.
  Student
- Ask if this is a good time to talk for _____ minutes.
- Make notes ahead of time of what you want to say.
- Start with something positive.
- Use plain English - no jargon.
- Make sure you understand family status. Parent's name may not be same as child's.
- Keep it short, simple, and to the point.
- Have a good conclusion (i.e. "I'm glad we had a chance to talk. If you need to call or see me about anything, call _____.)
- Use active listening. Use "I - messages."



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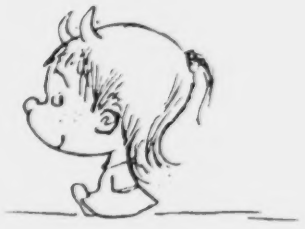
TIPS FOR "NOT SO GOOD NEWS" CALLS

- Don't make that your first call.
- Don't blame parent or child.
- Report objective information.
- Avoid labels.
- Talk about the problem as a shared one.
- Make some positive suggestions as to what to do; look for solutions.
- Start with something pleasant, but then get to the point.
- Choose words carefully; make some notes ahead of time; avoid jargon.
- Call as soon as possible after the problem arises, while parents and school can do something. Research says parents clear through secondary school want this kind of information (Gotts, 1983).
- Ask if parents have noticed any problems at home.
- Be as specific as possible.
- Make a note about when you called and what the subject was. Put in student file.
- Close conversation on a pleasant note.
- Actively listen for both facts and feelings.

There's a little heaven in us all...



And there's a little devil in all of us, too!

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SCHOOL-FAMILY TELEPHONE RECORD

Resource Teacher/Tutor Name: _____

Student's Name: _____

Parent's Name: _____

Telephone Number Called: _____

You may wish to use this same record for calls from the family to you. Simply record "H" in the Response column.

	Day/Date	Time	Response*	Comments
1.				
2.				
3.				
4.				
5.				
6.				

Additional Comments/Record: _____

_____

_____

_____

*A. Spoke With Parent
B. Busy Signal
C. No Answer
D. Disconnected Telephone
E Scheduled Call Back _____
F. No Adult Home
G Declined to Speak
H Family Initiated Call
I. Other: _____

_____

_____

Appendix 2c

TIPS FOR MEETINGS / WORKSHOPS

. Critical for success are the 3 P's:

PLANNING
PREPARATION
PUBLICITY

. Planning and Preparation

- welcoming / greeting
- a sign-in sheet
- an agenda
- the materials (handouts, overheads, etc.)
- equipment check
- refreshments
- building room / arrangements
- an evaluation form
- door prize(s) (optional)
- babysitting services
- Certificate of Participation

. Publicity

- early notification (flyer, invitation)
- follow-up reminder
- see TIPS FOR WRITTEN COMMUNICATION

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TIPS FOR WRITTEN COMMUNICATIONS

Written Communications should:

- BE FREQUENT, EASY TO READ, NEAT AND ATTRACTIVE
- ENCOURAGE RESPONSES - "For further information call _____." "If you have any questions, call _____." "If you have any suggestions or questions, write them in the space below and send them back to school with your child."
- PROVIDE IMPORTANT INFORMATION
- FOCUS ON CHILDREN
- BE HELPFUL TO PARENTS
- BE DISTRIBUTED IN A TIMELY MANNER
- ✓ AND DOUBLE ✓ FOR:
  - spelling
  - punctuation
  - grammar
  - clarity
  - organization

* Today's families are bombarded with highly sophisticated, eye-catching sense - appealing, carefully prepared "media campaigns." MAKE SURE WHAT YOU SEND OUT IS THE BEST YOU CAN DO, BECAUSE YOU ARE COMPETING WITH THE VERY BEST!!!

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TIPS FOR SETTING UP BETTER NEWSLETTERS AND NEWSBRIEFS

Keep the items concise and the paragraphs short. Make it easy for readers to "read on the run" and to choose what interests them.

Use headlines above stories and capitalize all the letters. Be sure the heading summarizes the story. Do not use handwritten headings.

Do not use vertical headings with one letter under the other. We read from left to right rather than from top to bottom and a heading of this nature is hard to read.

Use margins and white space to illuminate the message. A cluttered publication distracts the reader.

Double space between each news item and between the heading and the story. Single space each paragraph.

Underline the first line or phrase of each paragraph. Also underline names of people in the articles.

Use "bullets" for emphasizing important points. These are made by typing a small letter "o" and filling it in with a black felt-tip pen - like this o o.

Always proofread carefully. Do not allow typographical errors or grammatical errors to mar the publication.

Recognize today's realities in your writing. Don't assume that only mothers are going to be involved and responsible for school concerns. Avoid stereotypes of any kind.

AND FINALLY . . .

There is always room for improvement, so make it a continuing process - look for more effective approaches and strive to make the publication as professional as possible.

Remember - if the information is important enough to be sent to parents, it is important enough to send it in the most attractive and readable fashion.

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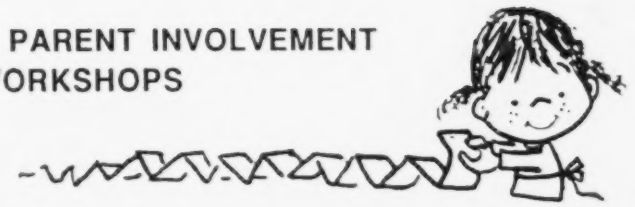
IDEAS FOR CHAPTER 1 PARENT INVOLVEMENT MEETINGS/WORKSHOPS



I. ORIENTATION MEETING

- Goals

1. To share the purpose of Chapter 1.
2. To explain student selection and scheduling.
3. To describe the curriculum, materials and activities.
4. To acquaint parents and staff.
5. To share the Chapter 1 Parent Involvement Policy and school level Parent Partnership Plan and solicit parental input.

- Tips

1. Stress the need for parent help at home and parent involvement in the program.
2. Have a sampling of program and parent materials available.
3. If needed, recruit parent representative for the Parent Planning Committee of the Parent Partnership Council.

II. OPEN HOUSE

- Goals

1. To let parents view the Chapter 1 program in action.
2. To display materials used, facilities, and student work.
3. To establish good relations and to encourage parents to feel comfortable at school.
4. To view teaching procedures through demonstration lessons in reading or math.

- Tips

  1. Open House works best if:

     a. held perhaps once a year,
     b. at a time of low schedule conflict, and
     c. with much planning, preparation, and publicity.

  2. Parents are more likely to attend if:

     a. their child is featured in some way,
     b. there will be an opportunity to examine student work and talk with teachers,
     c. time is convenient,
     d. notice is given far in advance,
     e. they receive a personal welcome or invitation,
     f. they expect to experience a cordial atmosphere, including refreshments,
     g. the open house has a stated purpose the parents consider personally important, and
     h. they have been involved in some way in the planning.

III. GUEST SPEAKERS

- Goal

  1. To provide parents information from "experts" in various areas.

- Tip

  1. Plan these programs well in advance so you can secure desired "experts."

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IV. ASSEMBLY PROGRAMS BY CHAPTER 1 STUDENTS

- Goals

  1. To involve parents through helping with costumes, student rehearsals etc.
  2. To increase students' self-confidence and pride.
  3. To increase student interest in reading.

- Tips

  1. Students and teachers choose or create a script having to do with something they have studied.
  2. Parent volunteers can help with rehearsals and costumes.
  3. Students can make invitations.

V. SOCIAL GATHERINGS (Picnics, Potlucks, Breakfasts, Desserts, etc.)

- Goals

  1. To get acquainted in a relaxed atmosphere.
  2. To bring home and school closer in the eyes of the child.
  3. To give students the experience of planning and preparing decorations, invitations, menus, food, service, etc.

- Tips

  1. Parent volunteers could be used to assist before, during, and after the occasion.
  2. Cooking might be done at school.

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VI. PARENT TRAINING WORKSHOPS - Review 1988 Parent Involvement Survey and Evaluation Results from April 26, 1989 Annual Meeting.

- Goals

  1. To teach parents how to help their children in specific ways.
  2. To improve students' attitudes toward school by bringing home and school closer together.
  3. To increase the confidence of parents as they work with their children.
  4. To remove the mystery and fear from teaching.

- Tips

  1. Workshops should be broken up into different grade levels for different parent groups. Suggested groups are: parents of K - 3rd grade students, parents of 4 to 6th grade students.
  2. Parent training handbooks might be made by staff for use by parents in the workshops and at home.
  3. Parents are shown a variety of ways to tutor each skill.
  4. Demonstration lessons can be done with students.
  5. Provide take home materials.

VII. MAKE AND TAKE WORKSHOPS

- Goal

  1. To provide learning materials for the home.

Appendix 2c

- Tips

1. Tie make and take workshops into your parent training sessions. The games and activities they make should go along with the skills presented.
2. Be sure to have an accurate count of those attending beforehand so the necessary materials can be obtained or brought from home.
3. Make games and plan learning activities.
4. Make a homework activity booklet.
5. Bring students into play some of the games as a demonstration or let them help.

VIII. LIBRARY WORKSHOP

- Goals

1. To make parents familiar with good books for their children.
2. To encourage parents to take their children to the library and to read with them at home from library books.
3. To familiarize parents and students with the library.

- Tips

1. This meeting could be held in the school library by the librarian and Chapter 1 staff.
2. Students could be in attendance.
3. Suggestions are given for specific books suitable for Chapter 1 students. Parents look through these books.
4. Parents learn how to help their child select a book on the proper reading level.
5. Parents and students learn how to use a card catalogue.
6. Parents learn how to use library books to teach reading.
7. Parents of older students learn about reference skills.

Appendix 2c

IX. OTHER IDEAS

1. Teaching math and reading through the newspaper.
2. Bookmaking
3. Field Trips - How to use community resources (museum, public library, nature center, etc.) to enrich learning.
4. Family Game Night (Parents and children make games and play them.)
5. Awards Night (most improved students.)

So many good things

can get their start

From dreams and wishes

in the heart.

Appendix 3

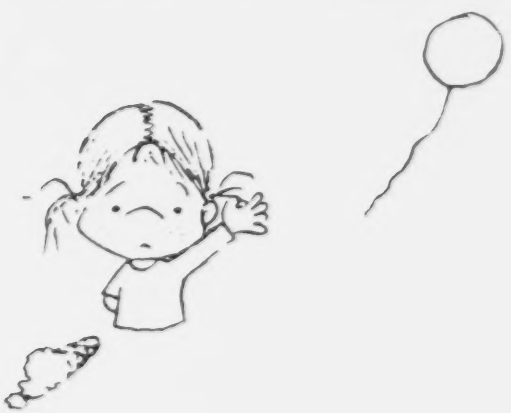
"BUILDING BLOCKS" TO BUILDING PARTNERSHIPS BETWEEN HOME AND SCHOOL

1. Appreciation of importance of each to student learning success.
2. Confidence in working together in a partnership.
3. Frequent sharing of and talking about ways to improve education.
4. Positive feelings about each other in the partnership.
5. Partners know important facts about each other.
6. Range of partnerships available.
7. Ways for all partners to contribute.
8. Collaboratively developed partnership effort.
9. Sensitivity to uniquenesses of partners in the partnership.
10. Awareness of and consideration given to partnerships.
11. Facts about and instruction for forming partnerships are available.
12. _____

Appendix 3

"STUMBLING BLOCKS" TO BUILDING PARTNERSHIPS BETWEEN HOME AND SCHOOL

1. Lack of respect for each other.
2. Lack of trust in each other.
3. Lack of communication or interaction between each other.
4. Lack of knowledge about each other.
5. Negative attitudes towards each other.
6. Lack of input from all partners.
7. Lack of mutually developed partnership goals, objectives, activities, plans, etc.
8. Lack of understanding about parents' cultural, social, economic, community, family, and welfare matters.
9. Lack of understanding about demands, requirements, rules, regulations affecting partnerships.
10. Lack of training for and information about building partnerships.
11. Not previously a district priority to develop parental involvement.
12. _____



When you miss somebody
it's like dropping
your ice-cream cone
and having your balloon
fly away both at the same time.

Appendix 4

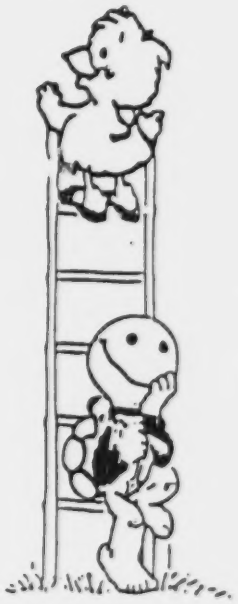
MULTIPLE BENEFITS OF PARENT INVOLVEMENT

FOR CHILDREN:

. Increased:

1. opportunities for learning and growth
2. consistency between the two most important learning environments - home and school

. Improved:



1. achievement
2. attendance
3. motivation
4. self-esteem
5. behavior

FOR PARENTS:

. Increased:

1. parenting skills
2. self-esteem and confidence

. Improved:

1. attitudes toward schools and educators
2. home (learning) environment

Appendix 4

FOR EDUCATORS:

. Increased:

1. parental trust and cooperation
2. access to an underutilized educational resource
3. parental/community support

. Improved:

1. attitudes toward parents
2. school (learning) environment
3. program

PARENT PARTNERSHIP ACTIVITY PLANNING GUIDE

School:_____

MONTH	COMMUNICATIONS	PARENTS AS SUPPORTERS	PARENTS AS LEARNERS	PARENTS AS TEACHERS	ADVISORY/DECISION MAKING
SEPT.					
OCT.					
NOV.					

Appendix 5

PARENT PARTNERSHIP ACTIVITY PLANNING GUIDE

School:_____

MONTH	COMMUNICATIONS	PARENTS AS SUPPORTERS	PARENTS AS LEARNERS	PARENTS AS TEACHERS	ADVISORY/DECISION MAKING
DEC..					
JAN.					
FEB.					

Appendix 5

PARENT PARTNERSHIP ACTIVITY PLANNING GUIDE

School:_____

MONTH	COMMUNICATIONS	PARENTS AS SUPPORTERS	PARENTS AS LEARNERS	PARENTS AS TEACHERS	ADVISORY/DECISION MAKING
MAR.					
APR.					
MAY					

Appendix 5

39

AREA OF FOCUS

1. Communications
2. Parents as Supporters
3. Parents as Learners
4. Parents as Teachers
5. Advisory / Decision Making

PARENT PARTNERSHIP ACTIVITY BLUEPRINT

SCHOOL _____

AREA OF FOCUS	WHAT WILL BE DONE	PURPOSE OF THE ACTIVITY	BY WHOM	WHEN	MATERIALS/ EQUIPMENT NEEDED	EVIDENCE OF SUCCESS

Appendix 5

Appendix 6

THINGS TO REMEMBER WHEN PLANNING / BUILDING PARENT PARTNERSHIPS

ABOUT PARENTS

1. time available -- when, how much
2. knowledge -- know about what
3. experience -- have done what
4. skills -- able to do what
5. interests -- likes and or wants to do
6. resources -- can help to get what
7. attitudes and feelings -- about school, learning, educators, self
8. _____

ABOUT CHAPTER 1 STAFF

1. professional responsibilities and duties
2. state education agency rules, regulations, laws
3. the Chapter 1 Parent Involvement Policy of the South Bend Community School Corporation
4. the required minimum parent involvement activities
5. attitudes and feelings about education, learning, parents, self
6. professional interests and areas of expertise
7. experiences of staff members
8. training of staff members in working and communicating with adults
9. assistance available from the Parent Involvement Coordinator
10. _____